

# Old School House Kindergarten

Inspection report for early years provision

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<b>Unique reference number</b>	402180
<b>Inspection date</b>	08/01/2009
<b>Inspector</b>	Justine Leong
<b>Setting address</b>	239 London Road, Stanway, Colchester, Essex, CO3 8PB
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Old School House Kindergarten opened in 1996. It operates from six rooms in a house in Stanway, Colchester. Access is via a small step to the front of the property. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 46 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 08:00 to 18:00 during term time.

There are currently 73 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 18 members of staff. Two of the staff, including the manager, have Early Years Professional Status or Qualified Teacher Status and 15 members of staff hold other appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Children clearly relish their time at the setting and thoroughly enjoy participating in the wide range of stimulating learning opportunities provided. They are extremely confident in the care of the dedicated and knowledgeable staff and make excellent progress towards the early learning goals. Children benefit as staff have developed superb relationships with parents and external agencies in order to ensure individual needs are met. The highly motivated manager demonstrates an extremely positive attitude towards continuous improvement, helping to further improve outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop the use of the outdoor area further to ensure children are consistently offered a range of activities covering all areas of learning
- develop systems to further enable parents to share their children's progress.

## **The leadership and management of the early years provision**

Stringent recruitment and induction procedures ensure that children are exceptionally well cared for by suitable adults. There is a very successful balance of recently qualified and more experienced staff and ongoing staff training is actively encouraged to further improve outcomes for children. Clear and comprehensive policies have been devised and these are effectively implemented to underpin the excellent practice at the setting.

Staff demonstrate a superb understanding of the benefits of working in partnership with parents and provide frequent opportunities for involvement in their children's learning. Comments on parental questionnaires are highly positive and demonstrate that parents feel valued and included. Excellent links have been formed with external agencies helping to ensure that provision is inclusive and the needs of all children are met.

Highly effective safeguarding policies ensure that children are well protected and this is further enhanced as several members of staff have undertaken safeguarding training. Thorough risk assessments are completed and reviewed regularly and children's safety is given the highest priority. Children benefit significantly as the manager and staff team consistently strive for outstanding practice and regularly monitor the provision to identify areas for improvement, in consultation with parents.

## **The quality and standards of the early years provision**

Children are extremely well cared for in a calm, safe and nurturing environment. Staff are welcoming and friendly, creating a very positive atmosphere in which children feel secure and relaxed. Children are developing a very good understanding of the benefits of a healthy diet as nutritious meals and snacks are freshly prepared on site every day and the setting recently received a 'Snack Attack' award in recognition of their work on promoting healthy eating. Children have daily access to a secure outside area, where they thoroughly enjoy playing with the wide range of toys provided. Staff have proactively identified the garden as an area for development, in order to ensure all aspects of learning are planned for. Children also have valuable opportunities to participate in physical activity during regular music and movement sessions. Children sleep and rest according to their own routines and each child is provided with fresh bed linen.

Children are consistently provided with stimulating learning opportunities, helping them to make excellent progress across all areas of learning. Staff demonstrate an extremely thorough understanding of how children learn through play. Many activities are planned based on children's interests, helping to ensure they remain interested and engaged. For instance, children relish their time playing imaginatively with role play equipment based on a 'Space' theme, before sitting with staff to make 'moon cakes'. Staff use extremely effective questioning to support children's learning and extend their understanding. For example, staff sit with children playing a lotto game, encouraging them to use positional language such as 'above', 'below' and 'next to', in context.

Detailed ongoing assessments are completed frequently by staff, identifying next steps in children's learning to inform planning. Staff observations and photographic evidence are used to create an individual 'learning journey' for each child. Parents are actively encouraged to contribute to this and are provided with home observation sheets in order to detail children's progress outside the setting. Parents are encouraged to discuss children's progress with staff, although formal systems are not in place to support this.

Children are increasingly confident and developing excellent self-esteem as staff are attentive and clearly value their ideas. They learn how to keep themselves safe through well-planned topics such as 'Stranger Danger' and sensitive reminders of safety rules from staff. Children have superb opportunities to learn about the wider world; they learn about different cultures and beliefs and have access to a broad range of books, dolls, puzzles and small world toys that are representative of diversity. Staff actively promote inclusion, for instance, teaching children basic sign language in order to improve communication with others. Staff are polite and respectful, acting as positive role models for behaviour and, consequently, children behave extremely well.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.